**Main Idea and Supporting Details Writing Lesson Plan**

**Overview**

Together, students and teacher use charts and a main idea organizer to learn how to write text with a main idea and supporting details. The teacher will model and show many examples of main ideas and supporting details. At first the models will have only the correct main idea and supporting details but other models will show how supporting details do not always support the main idea and need to be removed. The teacher will also use sentence strips that students will organize into main idea and supporting details before they attempt to write their own paragraphs. After many experiences of working with main idea and supporting details, students will then write, revise, edit, and publish a paragraph using a main idea and supporting details.

**Writing Situation**

The main idea is the most important idea in a paragraph. Supporting details help you to better understand the main idea. Supporting Details tell you more about the main idea and make your main idea stronger.

**Writing Traits:**

For this task, students will write a main idea and supporting detail paragraph that will:

1. have a clear purpose, organization, and word choice.
2. contain clear and coherent sentences of varying lengths.
3. clearly state a main idea and supporting details.
4. have capitalization at the beginning of sentences and proper nouns.
5. use commas correctly if they are making a list.
6. produce a final edited and published piece.

**Resources:**

1. *Rigby Literacy by Design* Theme 4 Chart for Main Idea and Details
2. *Rigby Literacy by Design Writing Resource Guide* graphic organizer pg. 46.
3. <http://www.brainpopjr.com/> Main Idea resource for teachers and a video that explains what a main idea and supporting details are.
4. Chart Paper and chart markers
5. Main Idea and supporting details scoring rubric
6. Have-a-go-at Spelling Form

**Possible Main Idea Paragraphs for Read Alouds:**

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| http://www.studyzone.org/testprep/ela4/h/j0172516.gifNiagara Falls is one of the most beautiful sights in North America. It is on the Niagara River about halfway between Lake Ontario and Lake Erie. Niagara Falls is on the American and Canadian border. The American Falls is 167 feet high. On the Canadian side, the Horseshoe Falls is 161 feet high. | **Main Idea:** Niagara Falls is one of the most beautiful sights in North America.  [It is fun to visit a waterfall in the summer.](javascript:newWin=void(window.open('http://www.studyzone.org/testprep/math4/e/geometricfigp2.htm','newWingeom','width=109,height=140')))  [The American Falls is 167 feet high.](javascript:newWin=void(window.open('http://www.studyzone.org/testprep/math4/e/geometricfigp1.htm','newWingeom2','width=109,height=123')))  [Niagara Falls is on the American and Canadian border.](javascript:newWin=void(window.open('http://www.studyzone.org/testprep/math4/e/geometricfigp1.htm','newWingeom2','width=109,height=123'))) |
| http://www.studyzone.org/testprep/ela4/h/ag00534_.gifThe Statue of Liberty is visited by thousands of people every year. The Statue of Liberty is a 151 foot statue of a woman holding a book and a torch. It is located on an island in New York Harbor. It was a gift of friendship from the people of France. It has become a universal symbol of freedom. | Main idea: The Statue of Liberty is visited by thousands of people every year.  [It is located on an island in New York Harbor.](javascript:newWin=void(window.open('http://www.studyzone.org/testprep/math4/e/geometricfigp1.htm','newWingeom2','width=109,height=123')))  [The Statue of Liberty is a 151 foot statue of a woman holding a book.](javascript:newWin=void(window.open('http://www.studyzone.org/testprep/math4/e/geometricfigp1.htm','newWingeom2','width=109,height=123')))  [Islands are surrounded by water on all sides.](javascript:newWin=void(window.open('http://www.studyzone.org/testprep/math4/e/geometricfigp2.htm','newWingeom','width=109,height=140'))) |
| http://www.studyzone.org/testprep/ela4/h/erie.jpgThe Erie Canal changed the way people moved goods and supplies in the mid 1800's. The 363 mile canal connected Albany, New York to Lake Erie in Buffalo for the first time. When the canal opened in 1825, building supplies and goods could be transported quickly and cheaply across New York State. Canal boats pulled by mules carried people and supplies the 363 miles. | **Main idea:** The Erie Canal changed the way people moved goods and supplies in the mid 1800's.  [The 363 mile canal connected Albany and Buffalo for the first time.](javascript:newWin=void(window.open('http://www.studyzone.org/testprep/math4/e/geometricfigp1.htm','newWingeom2','width=109,height=123')))  [Canal boats pulled by mules carried people and supplies across New York State.](javascript:newWin=void(window.open('http://www.studyzone.org/testprep/math4/e/geometricfigp1.htm','newWingeom2','width=109,height=123')))  [It's lots of fun to travel by boat](javascript:newWin=void(window.open('http://www.studyzone.org/testprep/math4/e/geometricfigp2.htm','newWingeom','width=109,height=140'))). |
|  |  |

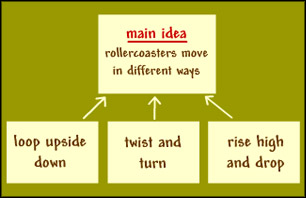
Approximate Duration of Lessons: 8 – 10 days (20 – 30 minute sessions)

Day 1: Teacher Read Aloud/Class Discussion/Teacher Write and Discuss

1. Choose one of the suggested paragraphs or one of your own choosing. Display it on the Smart Board and discuss with the children the Main Idea and supporting details of the paragraph. Highlight with the smart board pen the main idea with yellow and then highlight every supporting detail with a different color and talk about how it supports or adds more information to the main idea.
2. Show the children the *Rigby Literacy by Design* Theme 4 Chart for Main Idea and Details. Using the chart, write the main idea and the supporting details (important words) on the chart. Have a class discussion about why certain words were written on the chart.

Day 2: Teacher Read Aloud/Class Discussion/Teacher Write and Discuss

1. Choose one of the suggested paragraphs or one of your own choosing. Display it on the Smart Board and discuss with the children the Main Idea and supporting details of the paragraph. Highlight with the smart board pen the main idea with yellow and then highlight every supporting detail with a different color and talk about how it supports or adds more information to the main idea.
2. Show the chart below that shows Main Idea and Details. Using a class chart, write the main idea and the supporting details (important words) on the chart. Have a class discussion about why certain words were written on the chart.

[](http://www.brainpopjr.com/readingandwriting/comprehension/mainidea/)

Day 3: Class Discussion using Sentence Strips

1. Today students will be organizing sentence strips into main idea and supporting details. Have at least 2 sentence strips out of six that do not belong to the main idea. Show children how to get rid of those ideas by omitting them.
2. Using the Word Strips, organize them into main idea and supporting details.
3. Give groups of 3-4 children a set of sentence strips that they will organize in main idea and supporting details. Make sure each set has 2 sentences that do not belong. When they are ready the teacher will check for accuracy. Then they will mix up the sentence strips and rotate to a new set of sentence strips so they have plenty of practice recognizing main idea and supporting details.

Day 4: Use <http://www.brainpopjr.com/> to show Main Idea and supporting details. Begin to write a class IAW Main Idea and Supporting Details paragraph.

1. Use the graphic organizer *Rigby Literacy by Design* Theme 4 Chart for Main Idea and Details.
2. Then IAW generate a class paragraph. Write the main idea.
3. Write the supporting details.
4. The class will write a class rubric for Main Idea and Supporting Details. This scoring rubric will be used for the final written paragraphs.

Day 5: Day 4 continued.

Day 6: Students Select Topic/Use Graphic Organizer

1. Students will select a topic to write about. It might be easier if they select a picture and then write about an animal or event from a picture. But if they have an idea of their own they could also write about their own topic.
2. Students will use *Rigby Literacy by Design Writing Resource Guide* graphic organizer pg. 46.
3. Each student will fill out the main idea and supporting details on their organizer.

Day 7 – 9: Students will write their Main Idea and Supporting Details Paragraphs.

Day 8 – 9: Students will use the scoring rubric and revise. They will make sure their paper will:

1. have a clear purpose, organization, and word choice.
2. contain clear and coherent sentences of varying lengths.
3. clearly state a main idea and supporting details.

Day 9 – 10: Students will edit using the following:

1. have capitalization at the beginning of sentences and proper nouns.
2. use commas correctly if they are making a list.
3. produce a final edited and published piece.

Day 10: Students will publish their paragraphs for a final score using the Main Idea and supporting Details scoring rubric.

Main Idea Scoring Rubric 6 + 1Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Ideas:**

Clear and Focused 5 4 3 2 1

Fully Addresses Prompt: 5 4 3 2 1

**Organization:**

It clearly follows a main idea format: 5 4 3 2 1

A single paragraph with supporting details: 5 4 3 2 1

**Sentence Fluency:**

Variety of sentence lengths: 5 4 3 2 1

Interesting (no repetitions) 5 4 3 2 1

**Word Choice:**

Meaning clear: 5 4 3 2 1

**Voice:**

Writer’s voice come through 5 4 3 2 1

**Conventions:**

Appropriate grade level spelling: 5 4 3 2 1

Appropriate grammar, punctuation, capitalization: 5 4 3 2 1

Contains few, if any errors: 5 4 3 2 1

**Presentation:**

Legible handwriting: 5 4 3 2 1

Neat in appearance: 5 4 3 2 1